

Standard 3-1: The student will demonstrate an understanding of places and regions and the role of human systems in South Carolina.

3.1.3 Categorize the six geographic regions of South Carolina – the Blue Ridge Mountain Region, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone – according to their different physical and human characteristics. (G)

Taxonomy Level: B 2 Understand / Conceptual knowledge

Previous/future knowledge:

In Kindergarten, students learned to recognize natural features of the environment, including mountains and bodies of water (K-5.4). Students also learned to understand human characteristics of place when they discussed personal connections to places familiar to them (K-5.2).

In first grade, students compared use of land and natural resources around the world and discussed how humans affect the environment (1-2.2).

In second grade, students learned to distinguish between urban, suburban, and rural areas (2-2.1) and recognize geographic features of the local region and its natural resources (2-2.2). Students studied the language, customs, and economic activities of cultural regions (2-2.1), as well as the cultural contributions of different groups (2-1.3). Human characteristics were also strongly emphasized in second grade with the study of how life in the local community has changed over time (2-2.4) and how it compares to communities around the world (2-2.5).

One important note is that the new eighth grade standards do not include a repeat of the geography of South Carolina taught in third grade. However, many of the eighth grade standards are dependent on the student having an understanding of South Carolina's regional differences.

In the future, students will need to understand how the different physical characteristics of the North and the South played a crucial role in the split of our nation prior to the Civil War (4-6.1, 4-6.3, 8-3.1, USHC 1.1 and 4.1). Students will need to understand how physical differences of regions affect ways of life. That understanding will be crucial to the students' ability to understand ancient history and the development of the first civilizations. These issues will be studied extensively in sixth grade and Global Studies.

It is essential for students to know and identify on a map the six geographical regions (landform regions) of South Carolina: Blue Ridge, Piedmont, Sandhills, Inner Coastal Plain, Outer Coastal Plain and Coastal Zone. Students will learn about the human characteristics of the different regions in later standards and indicators as they learn about the development of the human settlements and systems throughout South Carolina history. Teachers should consistently refer to the characteristics of the geographic regions as they teach later indicators

The **Blue Ridge Region** is mountainous and has many hardwood forests, streams, and waterfalls.

The **Piedmont Region** is the foothills of the mountains and includes rolling hills and many valleys. The region was once a productive farming area but poor farming practices led to the erosion of the topsoil. The red clay that was left is not good for farming. Waterfalls and swift flowing rivers provided the water power for early mills and the textile industry.

The **Sand Hills Region** is the region that in ancient times was the seacoast and therefore includes relatively flat lands with sandy soil that is not good for growing crops. The Sandhills region follows the fall zone of the state's rivers where a drop in elevation results in rapids.

The Coastal Plain includes the **Inner Coastal Plain** and the **Outer Coastal Plain** and makes up two-thirds of South Carolina. Large stands of trees promoted the development of timbering in the region. Well-drained soil, sufficient annual rainfall and a long growing season promoted agriculture.

The **Coastal Zone** is a ten mile wide stretch of land from the Atlantic coast inland. It includes barrier islands that protect the coast from erosion due to tides and storms. The coastal zone includes a number of natural harbors. It also includes marshes that were used for growing rice during the 1700s. Today, the region relies heavily on the tourism industry which includes historic sites, golf, and the beach itself.

It is not essential for students to know specific details about each geographic region, such as size in square miles or the specific size of the population in that area. It is not necessary for students to know that the Blue Ridge Mountains are part of the Appalachian mountain chain or that they are lower than the Rockies of the west because they are an older chain that has experienced more erosion.

Assessment Guideline: Appropriate assessment of this indicator would require students to *categorize* the six regions of South Carolina based on their human and physical features; therefore the primary focus of assessment should be to determine the region based on a description, however, appropriate assessments should also require students to *classify* things as a human or physical feature and to be able to give examples of each for each region. Students should also be able to **label** the six regions on a map.